Sarah Fredrick

Dr. Grace

EDU 221 CIA

Combination Reflections

Chapter 5, 6 MI and 6, 7 UbD/DI

The main idea that I got out of all these chapters was how to teach. The two MI chapters talked about how to teach in a way that incorporates all the multiple intelligences. In chapter 5 of MI I learned about how much classroom time is typically spent on teachers talking at students, such as giving directions and lecturing. This chapter also had a big emphasize on hands-on learning, self-reflection, and pictures/video clips being incorporated into lessons. Chapter 6 in MI will have a big impact on me when I am teaching in the classroom and when I am planning out my lessons. Chapter 6 gave 5 examples of teaching strategies for each multiply intelligence. Some of the ideas for each intelligence could work for more than one MI. These are the strategies that will have the biggest impact on me when I am teaching and planning lessons since they will help me reach more students. Some of the strategies I think will work for multiple MIs are journal writing, classifications, Socratic questioning, color cues, hands-on thinking, mood music, personal connections, and window learning. One of the main things that I got out of UbD chapter 6 was that students should always see the immediate connection. I feel like a lot of students ask the question “when will this be useful in real life?” and most of the time there is no answer or the answer applies to something that is so far in the future that the teacher basically said nothing. The idea that students should see the immediate connection to their lives or their futures will change the way that students view the material that the teacher is presenting. This idea will impact the way that I answer that question. I will try to answer that question when planning my lessons and I will try to make sure that I can answer that question with an answer that will immediately connect to my students’ lives not just an answer that will apply 5-10 years down the road. The biggest idea that I got out of chapter 7 of UbD was WHERETO. I learned what each letter means and how it will affect the next stage of making lesson plans and creating a unit.

Chapter 7, 9, 13, 14 MI

The seemingly obvious similarities between all these chapters is the fact that they all talk about multiple intelligences and how to use MI theory in the classroom. Chapter 7 talked a lot about classroom environment and the way that a teacher can set up their classroom. The biggest suggestion that this chapter stated was to break the classroom into four different parts. These parts would allow a teacher to organize the classroom in a way where there was certain areas of the classroom designated to each one of the multiple intelligences. The first area that the chapter talked about was the permanent open-ended activity center. In this area there were suggestions for each intelligence. The next activity center is the temporary topic-specific activity center. This area changes frequently and is geared towards a specific theme or subject. The third area that is in the classroom is the permanent topic-specific activity centers. In this activity center, each center exists year-round and has material and resources that never change. Part of this center is revolving explorations that change with monthly components or weekly topics. The last activity center is the temporary open-ended activity center. This center is supposed to be set up and taken down easily. I am not sure how any of this will impact my classroom. Most of the suggestions that it gave were elementary. I could see having the four activity centers in an elementary school classroom since the students stay with the same teacher and in the same room most of the day. For a middle or high school classroom, I find this to be impossible. Teachers often change rooms during the day and students are in different classrooms all day. If teachers are lucky enough to have one classroom to call home for the day, they are often teaching multiple different subjects under one content area. I also thought that it would be difficult to fit all these things in a classroom. My big question with this is if these are the four sections in the classroom, where is the section where the teacher teaches the content? Chapter 9 gave specifics for what should be inside a MI classroom and even a MI school. The information in this chapter will impact how I teach because I will try to teach in a way that involves all eight intelligences. Chapter 13 talked about how MI can be used in places other than traditional classrooms. I learned that MI can be used in computer technology, cultural diversity and career counseling. Chapter 14 talked about a possible ninth intelligence called existential intelligence.

Chapter 8 UbD and Chapters 8, 11, 12 MI

Chapter 8 in UbD talks about grading and report cards. In this chapter I learned that the primary goal of grading is to give students and parents feedback to support the learning process and to encourage learner success. One way to make grading better is to have descriptions in qualities in student work for each symbol on the grading scale. I also learned that teachers need to eliminate factors that interfere with a student’s ability to show what they learned. The chapter suggests not to grade on a curve and to not score all (or even most) assessments. I learned that it is not a fair to grade formative assessments since their purpose is mainly for feedback. This means that the only assessments that should be graded are summative assessments. The book highly suggested using reporting systems instead of report cards. These systems would give more information than just an A in math C in English etc. The thing that will impact me the most is that the chapter said teachers can even do this when a district uses report cards by having an attachment put into the report card that gives more in depth information about how a student is doing in the course. This chapter can relate to chapter 8 in MI because the MI chapter talks about elements of order in the classroom. Giving reports on how the students are behaving and working in the class can be part of a report system. Reporting how students are behaving can be assessed using MI theory. Chapter 8 (MI) talks about using MI theory to get students attention, to make students aware of transitions, for communicating class rules, and for forming groups. I learned that MI theory can also be used for students with behavior problems. In the case of behavior problems, a teacher can help using the student’s strongest developed MI or the student’s underdeveloped MI. Chapter 11 and 12 talk more about other uses for MI theory. I learned that MI theory can apply to memory. Students that are considered to have poor memories really only have poor memory in one or two MIs. Chapter 11 talks all about how MI theory can be applied to special education. When MI is applied, special education can work better with regular education. Instead of teachers seeing students weaknesses (their learning disability), teachers can instead look at the student’s MIs and see their MI strengths.

Chapters 7, 8, 9, 10 FIAE

These four chapters talked about grading and what should be included in final grades. The main focus of chapter 7 was grading policy. I learned that differentiated instruction directly impacts a teacher’s grading policy. I learned that because there is no common benchmarks for an A, B, C, etc. grades are not an accurate indicator of mastery. A suggestion that the book gave is to talk to colleagues and define what exactly makes an A, B, C, etc. Talking about these differences can help inform me as an educator what my colleagues think and will help a team of teachers grade so that the students’ grades are accurate indicators of mastery. Another big idea that I got out of this chapter is that grades are more accurate if they are based on points, not based on an average since averages compare students to each other. Chapter 8 talks about the reason why teachers grade. The most common reason that teachers grade is because as teachers we need to document, provide feedback and guide discussions on a regular basis in order for students to achieve in our class. The big thing that I learned about in this chapter is whether or not behavior, attendance, and participation should be included in grades. The big take away that I learned from this chapter is that these things shouldn’t be included in the final grade. Attendance should not be included because if students aren’t present but are still doing the work then they shouldn’t be penalized for not being able to make it to class. The reason that the book gave for not including behavior is because it is not an accurate indicator of mastery, which is the goal with grades. Participation should only be included in the grade is it is the skill being taught. Chapter 9 gave a list of ten things to avoid when grading. Some of these things were incorporating behavior, attendance, and participation into grades, which was talked about in chapter 8; penalizing students for multiple attempts; grading homework; extra credit and bonus points; and recording zero’s for incomplete work. I learned that these things should not be included in the final grade for the same reason: it’s not an accurate portrayal of what the student knows. Chapter 10 talks about an idea that happens every day in classrooms: makeup work. In this chapter I learned that as a teacher I should give students the change to redo work because different things are happening every day in students’ lives outside the classroom. This chapter talks about the fact that teachers should give full credit for makeups and redo’s. Since the goal is for the students to master the material, it is not fair to penalize the student for redoing the work in order to master the concepts, especially since everyone learns at a different pace.

Chapters 11, 12, 13, 14 FIAE

The thing that these chapters had in common was that they talked about assessments and how to record assignments on report cards and in a grade book. Chapter 11 introduced the concept of recording 60s in the grade book for missing work instead of zeros which is currently the norm. The reason that we should do this as teachers is because recording zeros make grades inaccurate. The zero also distorts the final grade since a zero is so devastating. The book as that it isn't cheating since you are still recording an F. It is also better to change it to a 60 especially if it happens only once or in the beginning of the grading period since we should be grading on a trend. This chapter also talks about grading gifted students. In this chapter I learned that the higher grade should always be recorded. A high grade should mean that they mastered the regular level and the advanced level material. If the teacher records the higher grade there should be a comment saying if this grade is for the regular level or the advanced level. If it is for the regular level then a grade for the advanced level should be left in the comment section. If a student is in an honors class then it is best for a teacher to record the grade that goes against the higher standards even if it is not the higher grade. The last thing that I learned from this chapter is about recording grades for late work. What the teacher records as the grade should depend on whether it is occasional or chronic. If a student always hands in work on time then the teacher should work with the student and let the student turn in the work without deducting points. If it is always occurring then a late penalty may be needed. However, in this case the teacher should record one grade for the mastery and another grade with the late penalties. Chapter 12 talked about the difference between the 100 - point scale and the 4.0 - scale. I learned that the smaller the scale the more alike the grade is between teachers and schools. The point values on smaller grading scales are also more directly correlated to the defined criteria and they provide better feedback. Teacher are also less likely to fudge the numbers with small grading scales. I learned that larger scales are more subjective than smaller grading scales. Chapter 13 talked about different ways to organize a grade book. One of the ways was to group assignments by standards, objectives, or benchmarks which means the teacher would have to record the grade more than once if it covered more than one standard. Another way was to list the assignments by dates which I thought would be most useful. Chapter 14 talked about report card formats. The main thing that I got out of this chapter was that the report cards should be responsive to students' experiences and they should reflect the differentiated practices that were provided by the teacher.

Team Blog

Chapters 7, 9, 13, 14

Cory (Discussion), Laura, Sarah, Shane (hyperlinks)   
**Abstract**  
Laura  
Each of these chapters focused on MI theory and how it can be applied in the classroom. Chapter 7 highlights the importance of designing a learning environment that includes and appeals to all [MIs](http://teach.com/what/teachers-teach/learning-styles). It provides strategies and ideas for incorporating each of the intelligences, such as creating MI activity centers, which can be permanent, temporary, open-ended, or topic-specific. However they are designed, the goal of the activity centers is to provide students with equal opportunity to exercise each intelligence while engaging in active learning. Chapter 9 introduces the concept of an "MI school" and compares it to a traditional school. In an MI school, students work on traditional subjects in "nontraditional ways" through project-centered instruction, and then extend their learning into the community. An MI school places special focus on all of the 8 intelligences and considers the development of these intelligences to be just as important as the content itself. Chapter 13 provides examples of the ways in which MI theory can be applied to other components of education, such as computer technology, cultural diversity, and career counseling. Finally, Chapter 14 introduces the possibility of a ninth intelligence, existential intelligence. According to Gardner, existential intelligence meets most of the criteria to be its own intelligence, and should therefore be incorporated schools, just like any of the other intelligences.  
**Synthesis**  
Sarah  
The big takeaways from this chapter that most of the class talked about in their reflections was the idea of four stations, the MI classroom, and the ninth. A lot of people in this class said that they didn't not see the four stations being useful. There is space issues that would occur do to these and the idea of four separate sections was not going to be useful in a secondary or middle school [classroom](http://www.thirteen.org/edonline/concept2class/mi/exploration_sub1.html)since the students are not with one teacher all day. Other people in the class took it in a different direction which I think would be helpful for all of us. Some people in this class said that it means we have to support our students' strongest intelligences. It also was interpreted as we, as teachers, need to support all the intelligences all the time. I think if we look at it that way the chapter has a bigger take away for all of us. The other big idea that people talked about was the idea of an MI school. A couple of people said that it was an interesting concept and others even said that it would be their dream job or would have been their dream school as a student. The last thing that everyone mentioned was the idea of a ninth intelligence. A couple of us said that it was controversial and that definitely showed in our responses. It is a discussion starter and it would spark a deep conversation. Some of us said that it doesn't fit with what we are doing in the classroom and others said that it does not fit as another ninth intelligence. Someone else said that it was not only another intelligence but the most important one. The big idea was that this mindset looks at students who are philosophical. Some of us highlighted the fact that because of the separation of church and state and the laws that prevent teachers from talked about religion in school, it would be challenging to teach to this mindset.